



District of Innovation Application

March 2013

Applicant Information


| | | |
|-----------------------|---------------------------------|--|
| District Name: | Owensboro Public Schools | 472 |
| | <i>District Name</i> | <i>County/District #</i> |
| Address: | 450 Griffith Avenue | |
| | <i>Street Address</i> | |
| | Owensboro | KY 42301 |
| | <i>City</i> | <i>State ZIP Code</i> |
| Phone: | (270) 686-1000 | Date of Application: 10/30/2013 |
| Contact Person/Title: | Matthew Constant | |

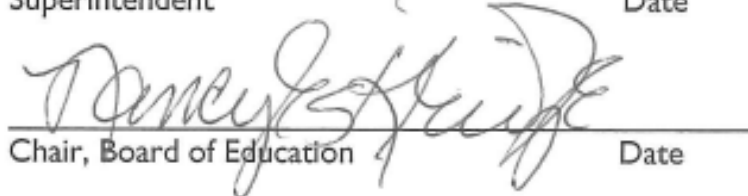
REQUESTED INITIAL IMPLEMENTATION DATE 8/2014

DISTRICT ASSURANCES

- Applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes or Kentucky Administrative Regulations:
 - a. Any statute or administrative regulation related to health, safety, civil rights, or disability rights;
 - b. Compulsory attendance requirements under KRS 158.030 and 158.100;
 - c. The Kentucky Core Academic Standards outlined in KRS 158.685 and 704 KAR 3:303;
 - d. The minimum high school graduation requirements unless allowable under 704 KAR 3:305;
 - e. Compliance with requirements of the statewide assessment system as specified in KRS 158.6453;
 - f. The financial audit, audit procedures, and audit requirements under KRS 156.265;
 - g. Criminal background check requirements;
 - h. Open records and meetings requirements;
 - i. Purchasing requirements and limitations; or
 - j. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency based learning strategies that measure a student's mastery on the curriculum standards, regardless of the amount of instructional time completed.

- District assures that any school listed as participating in the district's application did so voluntarily and attached to this application is a copy of the official minutes of the SBDM Council Meeting for each participating school showing at least 70% of the eligible employees, as defined in KRS 160.107, voted in the affirmative to participate in the plan. **Schools identified as Priority Schools may be required to participate by their local district.**
- District assures that it will comply with any reporting requirements of the Kentucky Department of Education, which at a minimum will include an annual reporting requirement that includes the following data points:
 - Number of students served by the innovation plan, total number and by:
 - Socio-economic status
 - Race/ethnicity
 - Gender
 - Disability
 - Grade level
 - Number of at-risk students (*with particular emphasis on graduation from high school*) total number and by:
 - Socio-economic status
 - Race/ethnicity
 - Gender
 - Disability
 - Grade level
 - Documentation of student progress towards graduation and college and career readiness
 - Total number of certified teachers participating in the innovation plan and roles/responsibilities
 - Documentation of certified and classified staff operating in a non-traditional school environment
 - Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including:
 - Qualification of instructors
 - Time spent
 - Student outcomes (completion rates)
 - Documentation of other measurable outcomes, described in the initial application or through modification of the original plan
- District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application from key stakeholder groups.


 Superintendent _____ Date 10/25/13


 Chair, Board of Education _____ Date _____

Recommended Process for Districts of Innovation

In order to assist districts and schools with a *recommended* process, please see the process below:

- ✓ District Level Team (DLT) reviews current Comprehensive District Improvement Plan (CDIP) and discusses current models or initiatives which clearly demonstrate innovation.
- ✓ DLT takes Readiness for Innovation Self-Assessment and analyzes results.
- ✓ DLT conducts a needs assessment based on results of Self-Assessment.
- ✓ Request for Technical Assistance/Information from KDE.
- ✓ DLT determines feasibility of application process. If DLT decides to apply, it will solicit a School Level Team (SLT) for each school of innovation.
- ✓ Each SLT completes Readiness for Innovation Self-Assessment, to begin the process for establishing buy-in and completing the school sub-plan.
- ✓ Each SLT determines whether it will participate based on the requirements of KRS 160.108 and 701 KAR 5:140 and begins the process of writing the school level sub-plan.
- ✓ All school sub-plans are reviewed by the DLT for final approval. DLT begins writing the district application for submission.
- ✓ Submit application which includes Administrative Acknowledgment and Assurances, District Level Plans, School Level Plans.
- ✓ Scoring Process by KDE Program Review Team.
- ✓ Selection/Designation of Districts of Innovation.

District's Vision/Mission

*Please describe the significance of the District of Innovation designation to your district. Be sure to include justifications for why your district should be granted "District of Innovation" status. Your response must address/answer the following (*Please use charts, tables, and graphs, if necessary):*

- Describe the district's vision and mission statements or educational philosophy. Explain how the goals and performance standards in your plan help to re-invent or transform current models of student learning in ways that produce students better prepared for next generation learning. How do the transformations prepare students for dynamic and rigorous standards for college- and career-readiness?
- Describe how the district promotes continuous improvement and rewards risk taking. Provide evidence of advancing student learning and achievement in the last three to five years.
- Describe how the proposed plan reflects a commitment to change process/agenda and explain how proposed innovation "fits in" with current district-wide reforms.
- Identify and describe, particularly when focusing on achievement gaps, *specific* barriers that impact student learning.
- Explain how innovation status will help the district overcome these barriers in order to ensure 21st Century Learning success for all, especially low-achieving students. ***Include the specific waiver requests and justifications for the waivers.***

District of Innovation Implementation Plan

| School Name | Innovation Strategies/Models | Goals for Improved Student Outcomes | Evidence of 70% Affirmative Vote of Eligible Employees to Participate |
|-------------------------|------------------------------|-------------------------------------|---|
| | | | |
| | | | |
| | | | |
| | | | |
| District Created School | Innovation Strategies/Models | Goals for Improved Student Outcomes | |
| SEE ATTACHED | SEE ATTACHED | SEE ATTACHED | |
| | | | |

*Note to applicant: Add more rows as needed.

*Please complete this section for each school participating in the application. Additional school applications are in the Appendix.

School Information

School Name: Greater Owensboro Career/Technical Center

Rationale/Needs Assessment

- What is the vision and mission statement of the school and how will innovation status improve the quality of student learning? See attached
- Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.
- Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers or assist the school in carrying out its mission.

Summary/Overview of School Plan Development

- Use the following table as a *reference* to describe the program innovation component(s) specific to this school.

| Program Component | Guided Questions/Design Considerations |
|--|--|
| Competency Based Credit | <ul style="list-style-type: none"> ▪ Description of how students demonstrate mastery of content and competencies ▪ Description of how learning objectives will be measured ▪ Description of how personalized learning will be utilized or student voice will be encouraged ▪ Description of how support will be differentiated to support individual learning needs ▪ Description of how learning outcomes emphasize competencies that empower students to apply and create new knowledge and develop skills and dispositions—with particular focus on college/career readiness |
| Expanded Learning Opportunities | <ul style="list-style-type: none"> ▪ Description of how the initiative provides additional opportunities for enrichment, personal growth, and engagement <i>beyond</i> a traditional school day or setting ▪ Description of how the program may utilize expanded day/year, before- and after-school programs, Saturday, weekend, and summer programs, distance learning and early childhood initiatives |
| Multiple assessments/pathways to graduation | <ul style="list-style-type: none"> ▪ Description of how alternate assessment options will be utilized <i>to measure student performance outcomes</i> in non-traditional settings with particular focus on non-traditional educational opportunities such as: <ul style="list-style-type: none"> ▪ Apprenticeships, private instruction, work-study, study in a foreign country, competency-based learning, community service/service learning, independent study and on-line learning opportunities, Early College High Schools, Early Graduation Options |
| Innovative Learning Environment | <ul style="list-style-type: none"> ▪ Description of how the learning environment will be created or changed <i>specifically</i> with student learning in mind |
| Alternate forms of governance | <ul style="list-style-type: none"> ▪ Description of how an alternate form of governance may be utilized, without the guidelines of KRS 160.345 ▪ Description of how teachers, parents, and community members will be engaged in the decision-making of the professional learning community |
| Job classifications | <ul style="list-style-type: none"> ▪ Description of how job classifications move beyond the current definition of teacher/instructional assistant, or may provide for an alternative means of compensation other than a single salary schedule. |
| Other: | <ul style="list-style-type: none"> ▪ Description of how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students ▪ Description of how the proposed innovation will better prepare students for college- and career-readiness |

Student Service Plan

| Proposed Strategy | Expected Outcomes | Sources of Data | Total Number of Students Targeted by Grade level | Total Number of Students in Special Populations/Underrepresented Group |
|-------------------|-------------------|-----------------|--|--|
| SEE ATTACHED | SEE ATTACHED | SEE ATTACHED | Elem: Middle: 100 High: 400 | SES: 375 Race/Ethnicity: 150 Gender: 150 Disability: 100 |
| | | | Elem: Middle: High: | SES: Race/Ethnicity: Gender: Disability: |

District of Innovation Support Plan

*Please describe how the district will provide the appropriate support for each School of Innovation. Please answer the following (*Please use charts, tables and graphs, if necessary):*

PROFESSIONAL DEVELOPMENT PLAN: SEE ATTACHED

- Outline and describe specific professional development plan/strategies that will be used to prepare faculty and staff for the proposed innovation.
- Please communicate the total numbers of teachers who will be receiving professional development--as well as a breakdown of the grade level the teachers serve (elementary, middle, and high school level).
- Explain how the professional development will increase the level of success in student learning and innovation.
- Describe how the proposed professional development will lead to greater district-wide reform *beyond* the participating schools.

RESOURCES: SEE ATTACHED

- Describe how district level human and fiscal resources are utilized for implementation of the innovation plan.
- Specifically outline how the innovation plan will affect district personnel, such as roles, work time, compensation, and assignments for those directly connected to the plan.

COMMUNICATION PLAN: SEE ATTACHED

- Describe the activities/processes the district plans to utilize to communicate the innovation plan to each of the following groups: students, parents and

families, staff and faculty, feeder schools, school board members, teachers, teacher organizations/associations, community-based organizations, local philanthropy, and other education partners.

- Describe what has been completed to date to communicate the innovation plan to all stakeholders.

MONITORING PLAN:

| Data Source | Rationale for selection of data source | How the data source will be used in relation to proposed plan | How the data source will be reviewed over 5 years to gauge implementation success |
|--------------|--|---|---|
| SEE ATTACHED | SEE ATTACHED | SEE ATTACHED | SEE ATTACHED |
| | | | |
| | | | |

*Note to applicant: Add more rows as needed.